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ABSTRACT

This report describes the New Haven, Connecticut site of the Child and Family Resource Program (CFRP), a Head Start-affiliated program designed to elicit community and family involvement in fostering optimum development of preschool children and their families. The New Haven site is one of 11 demonstration sites of the national CFRP. In planning and implementing the New Haven program, attention was given primarily to six areas of service development: (1) a central services catalog for CFRP families, (2) health care, (3) social serivces, (4) education, (5) parent career development and training, and (6) parent involvement. Descriptions of staff positions in the program and recruitment procedures for staff members are presented. Also outlined are: (1) the training plan for staff and parents, (2) the recruitment procedure for families (including a needs assessment procedure), (3) proposals for coordinating CFRP and community agency services, (4) materials used in the program, (5) program costs (including accounting charts), and (6) a short evaluation of program implementation. (BRT)

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PROGRAM DESCRIPTION

CHILD AND FAMILY RESOURCE PROGRAM

NEW HAVEN, CONNECTICUT

Under Contract No. HEW-OS-74-274

Submitted To:

OFFICE OF CHILD DEVELOPMENT
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Submitted By:

DEVELOPMENT ASSOCIATES, INC.
1521 New Hampshire Ave., N.W.
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June 30, 1975

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NEW HAVEN CFRP
PROGRAM DESCRIPTION

INTRODUCTION

New Haven is located along Long Island Sound in south central Connecticut. The CFRP target area is Fair Haven, a large subsection of New Haven divided in two by a river and harbor. Fair Haven has always been a working-class area, dominated by Italian and Irish families. Recently, large numbers of Black and Spanish-speaking families have moved into the area. The total population of Fair Haven is 24,000 people (according to the 1970 Census). Of these, 10-12% live below the poverty guidelines. The ethnic breakdown is approximately 25% Black, 15% Spanish-speaking, and 60% White. Among the problems of low-income families in the area are poor diets, low education levels, and sub-standard housing.

The Head Start program in New Haven first began in 1963, as a joint effort between Community Progress, Inc., (CPI), and the New Haven Board of Education. The program was originally funded through the Ford Foundation and by some federal funds. In 1965, as OEO was starting up, the program became what is now known as Head Start. The Child and Family Resource Program was officially introduced to New Haven in a letter from the Office of Child Development Regional Office to the President of the Board of Directors of Community Progress, Incorporated (CPI). This letter, which arrived during the last week of February 1973, explained the program and issued an invitation to apply for funds. Prior to this, the Head Start Director had read a little about CFRP in a professional newsletter.

A decision was made to develop a proposal for the CFRP demonstration project primarily because the CPI and the Board of Education felt that the project would allow for an expansion of Head Start. They wanted to give additional services to some specific target areas in New Haven and also wanted to provide social services to eligible children and families. CFRP was felt to be a chance to emphasize social services and to establish linkages among community agencies.

Planning for the CFRP proposal got underway in March 1973. A Central Planning Committee was established along with seven task forces. The purpose of the Central Planning Committee was to synthesize the information gathered by the task forces and to design a linked network of agencies to implement the CFRP concept. The Committee was headed by the Head Start Director and a community worker. The seven task forces were:

- Enrollment Coordination and Administration
- Health
- Mental Health
- Career Development and Training

- Education/Recreation
- Social Services
- Parent Involvement

The task forces were formed in order to gather information for the CFRP proposal in the short amount of time allowed and to allow for maximum community participation in the development of a program plan. Each task force was chaired by a member of the Head Start Administrative Staff, and community agency representatives and parents were invited to become members. The purpose of each task force was to identify in depth the resources available, both city-wide and in the target area; to assess gaps in services; to assist in the assessment of needs within the target area; and to set priorities regarding what services should be provided.

The proposal was submitted to OCD on April 27, 1973, ending the Planning Phase. The Startup Phase began on June 28, with notification of the grant award, and ended on October 1, 1973, with the enrollment of the first family.

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committee of parents to plan this program. It was held three days per week during the summer and consultants were used for various workshops. Agencies and businesses donated space and supplies for these activities.

Finally, the Infant/Toddler Program was not only seen as a program to stimulate the development of children during years 0-3, but as an additional method for involving parents in the program.

III. STAFF

A. Program Planning and Startup

The original plan for staffing the CFRP called for the following staff positions:

- Head Start Supervisor
- Education Coordinator
- Career Development Director
- Community Group Worker
- Group Worker
- Secretary
- CFRP Coordinator
- Health Coordinator
- Intake Worker
- Psychologist
- Family Advocate

The CFRP Coordinator, the Family Advocates and the secretary were new positions established for the CFRP project. The others were Head Start positions whose functions and responsibilities would be expanded to include CFRP.

All the staff were to be shared with the Head Start Program. The CFRP Coordinator and the Family Advocates were assigned ratios of 95% CFRP and 5% Head Start; while on the other end of the scale the Educational Coordinator and the Career Development Director ratios were 15% CFRP and 85% Head Start or other agencies.

The duties for each position were to be as follows:

- Head Start Supervisor

  Supervises and works directly with CFRP Coordinator. Responsible for implementation of Head Start goals and performance standards. Responsible for providing leadership and serving as a resource person for community agencies. Responsible for effective and efficient mobilization of resources which can provide extensive services to the Child Development Program. Responsible for the formulation, coordination, and implementation of the total program.

- CFRP Coordinator

  Responsible for the identification, coordination and utilization of all resources both within and outside the Head Start Program. Responsible for administering the CFRP under the supervision of the Head Start Supervisor.

- Education Coordinator

Coordinates task force of parents, teachers, and administrators to facilitate transition of children from Pre-Kindergarten to Public School. Directs preparation of educational materials for workshops, lectures, video, small conferences, and referrals.

- Health Coordinator

Coordinates scheduling of children's medical appointments and dental, vision, and hearing screening. Makes available new health resources in the community. Provides parents and staff with information on medical needs, problems, and solutions and helps develop new resources for the total program. Helps plan the health education services for each child and family. Schedules consumer, health, and other programs for staff and parent development in the following areas of nutrition: wise buying; eating habits and health; where, when, and why to buy for health needs; and special centers programs for children and staff in target area.

- Career Development Director

Assesses and develops career opportunities within and outside Head Start. Counsels parents interested in career development and serves as liaison with training and/or educational resources within the community. Works with CFRP Coordinator and Family Advocates to provide support services for trainees/students when needed. Helps to coordinate in-service training with South Central Community College and other local educational institutions.

- Intake Worker

Participates in training of parent/school liaison. Conducts all intake interviews of families in pre-kindergarten program. Organizes and maintains completed personal histories. Maintains a list of schools receiving children from the pre-kindergarten program. Maintains community resource and referral log.

- Psychologist

Responsible for observation, evaluation, team consultation. Works with handicapped children and psychological staff to provide on-going reassessment. Conducts individual children's programming, liaison with public schools, follow up with day care and mental health agencies. Directs group work with parents and Head Start children with development lags.

- **Group Worker**

  Supervises parent/school liaison. Plans meetings with area and center chairmen. Keeps report on activities and groups. Arranges transportation for parents. Develops leadership among parent groups. Works with Executive Board. Works with Policy Committee. Works with Policy Council.

- **Family Advocate**

  Responsible for seeing that a wide range of educational and social services are available in order to maximize the development of children in each family.

- **Community Group Worker**

  Works with groups of Head Start parents in various group situations. Supervises two parent/school liaisons, one of which is assigned to the target CFRP area. Assists parents in setting up programs that parents request. Plans and/or initiates programs and activities that contribute to the development of parent leadership. Represents Head Start with other agencies in the city.

In addition to the above general duties, specific job descriptions were prepared during the Planning Phase for the CFRP Coordinator, the Family Advocate, and a Secretary. These job descriptions may be found on the following pages.

During Startup, activities centered around the actual recruitment and hiring of the CFRP Coordinator, five (5) Family Advocates, and a Secretary. The program received unofficial notice of the grant award in early May and started recruitment at that time. Advertisements were placed in local newspapers and on school and community agency bulletin boards. The regular Head Start and School Board procedures were then followed in doing the hiring. Employment applications were submitted first to the School Board before they were sent over to the Head Start Office. At Head Start, the Head Start Supervisor, the Coordinator of Career Development and a group of parents from the Parent Personnel Committee of the Policy Council interviewed the applicants. Recommendations were made by the parents to the Personnel Director of the Board of Education who then hired the people who were recommended. The new staff members were all hired by July 1.

JOB DESCRIPTION
FOR
CHILD AND FAMILY RESOURCE COORIDNATOR

POSITION

The Child and Family Resource Coordinator is a 12 month full-time position in the Head Start Program. The Coordinator is supervised by the Director of Head Start.

GENERAL DUTIES

The Coordinator is responsible for the identification, coordination, and utilization of all resources both within and outside of the Head Start Program. The CFRP network will rely on the degree of flexibility, cooperation, and coordination that can be maintained between Head Start and community agencies; the functioning of that network is the Coordinator's prime responsibility.

SPECIFIC DUTIES

1. Supervise five Child and Family Advocates and one secretary in the Child and Family Resource Program.
2. Develop and maintain contacts with outside agencies both city-wide and target area-based.
3. Be responsible for all reporting and statistical information requested by regional and national Office of Child Development staff.

QUALIFICATIONS

Applicant should have a demonstrated capacity for leadership, a theoretical understanding of and pragmatic experience in group dynamics, and be able to establish rapport with both professional and paraprofessional staffs within and outside of Head Start. Work experience in social service in combination with advanced study is desirable.

JOB DESCRIPTION
FOR
FAMILY ADVOCATE

POSITION

Family Advocate is a 12 month full-time position in the Head Start Program. The Advocate is supervised by the Coordinator of the Child and Family Resource Program.

GENERAL DUTIES

As the Child and Family Resource Program becomes fully operational the Advocate will maintain close contact with sixteen families. She/he will be responsible for seeing that a wide range of educational and social services are available in order to maximize the development of the children in each family. These will include medical, dental, mental health, nutrition, educational and training, and housing. She/he will individualize the services to fit the needs of each family, and will work in conjunction with the family in order to determine priorities at any given time.

SPECIFIC DUTIES

1. Make home visits to assess priorities with the family.
2. Report home visit data to Coordinator.
3. Presents and interprets options to the family, these options having been arrived at in a joint meeting with Advocate, CFRP Coordinator, and interdisciplinary Head Start team.
4. Help the family to take full advantage of the option/options chosen by the family: this may mean accompanying a family member to an outside agency, arranging for transportation, or clarifying action or procedures taken by an agency.
5. Responsible for documentation of disposition and on-going follow-up.
6. Voluntarily attend neighborhood meetings in order to become increasingly knowledgeable about the target area.

QUALIFICATIONS

Applicant should possess qualities of sensitivity, warmth and personal insight in addition to the ability to conceptualize and internalize. Present Head Start staff members will be given preference.

JOB DESCRIPTION
FOR
CFRP SECRETARY

POSITION The CFRP Secretary is a 12 month full-time position in the Head Start Program. The Secretary works under the supervision of the Child and Family Resource Coordinator.

GENERAL DUTIES The CFRP Secretary will provide secretarial and general administrative support for the program.

SPECIFIC DUTIES

1. Answer telephone, greet visitors.
2. Maintain files, keep records, take dictation, answer simple correspondence, arrange appointments, receive calls, etc.
3. Send meeting notices of local committee meetings, e.g., Central Planning Committee, sub-committees which may grow out of the Task Force groups.
4. Type reports, proposals, financial statements, etc., for CFRP Coordinator.
5. Handle incoming mail and initiate general correspondence.
6. Perform special administrative or clerical duties as assigned or required.

QUALIFICATIONS

Experience in Head Start, with career development plans oriented towards a degree in business or secretarial science. Must have typing and general clerical and office skills. A pleasing telephone personality is important for this position. Applicant must be able to exercise complete confidentiality regarding information around CFRP families.

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In-service staff training needs are identified by individual staff members and discussed with the Project Coordinator. The resulting training takes various forms: lectures, discussions, workshops, formal classes and consultations. Specific examples of formal training include:

- University of Connecticut Extension Service - Staff skill training in teaching family nutrition and budgeting.
- Head Start - Joint in-service training for CFRP staff and Head Start staff in education and Head Start family type services.
- Yale School of Medicine - Skills of counseling techniques.
- Clifford Beers Child Guidance Clinic - Clifford Beers Assessment Test to be used by staff and Teachers;
- Celantano Pre-School for Handicapped Children - Training for work with handicapped children;
- Teacher's Center - Training in education of infants and toddlers;
- Various Workshops - Training workshops with various agencies in the areas of family planning clinics, mental health, child abuse, health areas (these last one to two weeks and are given to whole staff and/or individual staff members depending on need).

Formal preservice training for CFRP is an intensive six week program. A separate two week preservice training program is operated by Head Start. Inservice training is provided jointly by CFRP and Head Start. CFRP staff and Head Start staff also have separate sessions on an as needed basis to cover specific needs.

Weekly CFRP staff meetings (which may or may not include Head Start staff, depending on their needs) are held to discuss current needs of the community and the ways in which the staff can more effectively deal with these needs. Once a month a formal videotape training session is held for all CFRP and Head Start staff members in the area in which they feel they are having the most difficulties. This also includes information on any new community agency, new services provided by existing agencies, and a reinforcement of CFRP philosophy and objectives.

In addition to the weekly and monthly meetings the Family Advocates and Project Coordinator meet at varying times with resource and community personnel to solve problems of specific families and/or set up workshops with agencies. Also, intensive training sessions are held for individual staff members at various times depending on the needs of the staff and the availability of trainers and training materials. (Some Family Advocates had an eight week student teaching session at Celantano Pre-School for

Children as part of the CFRP training program; others have worked in various agencies for one to two weeks to better understand the agencies' delivery of services. These training sessions are part of both preservice and inservice training.)

The overall training program is related to the goals and objectives of the CFRP. Although the goals and objectives remain the same, priorities have been changed according to the needs of the families being served. Meeting medical and transportation needs were formerly seen as immediate goals and now are seen as long range goals. Inspiring confidence and independence in their families are found to be more important and the program feels that without the latter, families will not be able to meet their needs in other areas.

In summary the staff appears comfortable with the individualized approach to the CFRP training program. They feel individual as well as group staff needs are being met in an effective manner.

V. INDIVIDUALIZATION

A. Recruitment of Families

1. Program Planning and Startup

The initial plan for the recruitment of families for the CFRP called for families to be drawn from the Head Start program and through referrals from other agencies. The total enrollment was planned to be 80 families, with 20 of these families referred from other agencies, 40 having children who have already been involved in Head Start, and 20 having children who were recruited for Head Start for the first time. The selection criteria for families were as follows:

- A cross-section of families within the Fair Haven target area was desired in terms of ethnic and racial background (1/3 Spanish; 1/3 Black; and 1/3 Caucasian) and geographical distribution within the area;

- Single-parented families with Head Start age children and siblings who are under four years of age and will, therefore, be especially well suited to follow up over a four year period, i.e., sufficient infant-toddler children to provide a good cross-section of children for demonstration and service delivery purposes;

- Two-parented families who have Head Start age children and children under the age of four; and

- Acceptance by the family of the CFRP concept.

It was planned that the initial group of families be recruited from Head Start and enrolled by the end of the summer of 1973. Additional families would then be enrolled each week so that the goal of 80 families would be reached by the beginning of January 1974.

In enrolling families, letters went out to the community agencies in August listing criteria for enrollment and requesting referrals. Letters also went out to Head Start families in August and September. These letters introduced the CFRP concept and asked the families if they would be interested in enrolling in the program.

The OCD guidelines were followed in planning for this task. During the Startup Phase, the original plan was followed without significant deviation. No problems were experienced in this activity.

2. Program Implementation

Recruitment during the Implementation Phase is basically the same as recruitment during the Planning and Startup period. The only change is that more emphasis is being placed on recruitment of families with children 0-3 years of age to enable CFRP to have sufficient numbers for a long range follow up of families.

The Parent Coordinator, Co-coordinators of the Infant/Toddler Program, Toddler Teacher, Family Advocates and Project Coordinator consider family recruitment a very important part of their job. They are trying to enlarge their Infant/Toddler Program by putting emphasis on recruitment of families with children 0-3 years of age. They are also actively recruiting families with newborn babies. The local hospitals and the Polly McCabe School for Unwed Mothers are the major sources of these families.

B. Needs Assessment

1. Program Planning and Startup

The plan for the assessment of the needs of families was developed by the Social Services Task Force with the parent representatives on the Task Force having a large input. The parents felt that the family should assess their own needs rather than have the agency determine what is needed.

The original assessment procedures, including sample forms, were developed during the Planning Phase. However, it was understood that the forms and plans would have to be expanded or revised during Startup. The original forms were put together from those used by Head Start and other agencies. The CFRP guidelines and Head Start performance standards were used to develop items for the forms. The original assessment plan, described below, was a four-stage procedure.

- The initial assessment of each family's needs was to be made by the entire family with the assistance of the Family Advocate. Each of the five Advocates would work with 18-20 families on an individual basis. The initial assessment would take place in the home using the assessment forms to gather the appropriate information.
- Once the data were collected, an assessment team would meet to review the data and discuss and design a variety of options for the family. The team was to be comprised of the CFRP Coordinator, the Family Advocate, and professionals from the various disciplines such as health, early childhood education, mental health, social work, etc.

- The options developed by the assessment team would then be presented to the family by the Advocate. The family would make a preliminary decision based on the options presented. The advocate would then report the family's decision to the CFRP Coordinator who would begin to implement the provision of the appropriate services.

- Implementation would include referral to an outside agency, Head Start specialist, etc. Services would then be provided on an individual basis in response to the family's identified needs.

The above procedures were devised during the Planning Phase. During Startup, refinements in the assessment forms were made by the CFRP Coordinator, Family Advocate, and the CFRP Secretary. Also during the Startup Phase, discussions were held as to how to better utilize parents in the process of assessing their own needs.

2. Program Implementation

The New Haven CFRP considers individualization a process which is brought about by many steps. Briefly, one person, in this case the Family Advocate, works with each member of the family on a one-to-one basis to determine his/her needs. In addition, the Family Advocate looks at these needs in relationship to other family members so the family can be viewed as a unit.

The New Haven individualization process includes the following steps:

a. A family being considered for CFRP must meet the criteria as stated in the guidelines.

b. A family is enrolled in CFRP only if the family demonstrates a need for CFRP services and a willingness to participate.

c. The family is assigned a Family Advocate in accordance with:

  - the ethnic or cultural background of the family and the Family Advocate; and

  - the Advocate's ability to deal with the particular needs expressed by the family.

d. The Family Advocate meets with the family for the initial needs assessment process. It takes approximately four or five home-visits to complete the needs assessment. Every step of the needs assessment is explained to the family so they will understand why each question is being asked. The Family Advocate does both a family needs assessment and individual needs assessment for each member of the family. The assessment contains a form for the family members to list their needs according to their priorities and a questionnaire concerning their goals and desires. Each person is considered by the Family Advocate both as an individual and a member of the total family unit. On each visit, the Family Advocate obtains more information and builds up a continuing intercommunication with the family. As more information is gathered about the family, needs are identified. If the family's priorities seem unreasonable to the Family Advocate, he tries to guide the family into what he sees as a more realistic goals.

e. The Family Advocate discusses the family's needs assessment with the Project Coordinator, other staff members and representatives of service agencies which have the resources to help meet the needs indicated by the needs assessment. In some cases, where many families are found to express the same needs, staff meetings are held to review broad categories and to consult with specialists in these areas. The Family Advocate fits the needs of his particular family into these categories to enable him to find the best solutions to meet their needs. As a result of the discussions and consultations, the Family Advocate formulates several alternative plans to present to each family.

f. The Family Advocate again meets with the family to review the list of alternative plans for meeting their needs. He discusses the options for implementing the services they need. After the family members decide which plan they wish to follow, the Family Advocate, with the permission of the family, contacts the service agencies. A time table (or time frame) is also set up delineating when the Family Advocate expects those needs to be met.

g. The Family Advocate calls the service delivery agencies and tells them he has referred the family to them. He tells them what needs the family has and makes the appointment for them. The agencies assign a member of their staff to the family.

h. After the referral, follow up is made by the Family Advocate to the agencies involved. He finds out whether the appointments were kept, what services were provided and if they were satisfied with the service. In this way CFRP makes sure that the services match the needs of families.

i. After the initial needs assessment is completed, the Family Advocate reviews this assessment about once every three weeks with the family to see if there are any changes, and if so, in what area.

This system described on the preceding pages allows for a self-review as priorities can be changed as needed. Except for duplication of some services by different agencies because of the problem of confidentiality, the Family Advocates feel that the assessment procedure works well.

The needs assessment procedure has not changed since the Startup Phase, but there have been revisions in the data collected during the assessment. These changes were based on the Project Coordinator and Family Advocates' feelings as to what would be more effective and to enable them to obtain a complete profile of the family so that the complete family and individual needs of that family can be viewed as a whole.

The system that the Fox Farms CFRP uses to evaluate the effectiveness of needs assessment is to see if families develop from "stage one to stage four." These four stages are seen by the Fox Farms CFRP as:

1. Total dependency of family on Family Advocate.

2. Supportive family (family initiates transactions).

3. Family initiates some appointments (assisting Family Advocate).

4. Family uses information as a resource basis.

When a family with whom they have been working for a period of time is observed to consistently use information as a resource basis and does not revert to any of the first three stages in times of stress or emergency, the program feels they have been successful in meeting the goals of the program.

Because of the systematic manner in which the needs assessment is implemented, the flexibility of the program, and the individualization given to Family Advocates to their families, the program does not seem to have any major problems in this area.

IX. COORDINATION OF AGENCIES

A. Program Planning and Startup

[illegible]

[illegible]

B. Program Implementation.

[illegible]

[illegible]

[illegible]

1. Health

- Yale-New Haven Hospital - provides comprehensive medical services
- [illegible]
- St. Raphael's Hospital - provides comprehensive medical services

- [illegible]

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Other materials used include:

- Van - used for transportation of staff, children, and parents for training, workshops, classes, meetings, and emergency situations.
- Photographic equipment - used both for information dissemination and the Infant/Toddler Program.
- Literature from agencies and universities - used as resource and reference materials for training of staff and as information for the community.
- Magazine subscriptions - used for parent training, teacher information, cultural identification (a particularly important aspect of the New Haven program), and staff training in the areas of nutrition, cultural education, and early childhood development.
- Guidance papers - used for inservice training for staff.
- Lending library - provides educational toys to help development of children.

The New Haven CFRP feels that because the Teacher's Center, Head Start Center, and main offices are so far apart it would be advantageous to have a center where all these services and resources could be consolidated. One of the goals to be pursued in the 1975-76 program year is to find a suitable facility for all services and resources.

VIII. PROGRAM COSTS

Consideration of several program factors contribute to a better understanding of total program effort and purpose. Other sections of this case study deal with the more process oriented features of the program. This section, on the other hand, focuses on program costs.

Part of the national CFRP information reporting system included a comprehensive cost data collection effort. The period covered by the data presented in this section is October 16, 1974 through January 15, 1975; a three month period during the second funding year. The special summary graphs and cost data presented here were developed in a manner to indicate how and to what extent the program categories were supported. This cost data, collected for the period mentioned above, is represented by the following categories:

- total value of all program services provided during the study period;
- total value of General Health services provided during the study period;
- total value of Mental Health services provided during the study period;
- total value of Nutritional services provided during the study period;
- total value of Handicapped services provided during the study period;
- total value of Educational services provided during the study period;
- total value of Social Services provided during the study period;
- total value of Parent Involvement provided during the study period;
- total value of staff training provided during the study period; and
- total value of Program Administration provided during the study period.

By reviewing each summary graph, the objectives addressed by each programmatic category, and each cost data table, it can be determined what resource was utilized by the program, the total dollar value of services provided by each resource, and the purpose for which the resource was utilized. Complete cost data for each of the above ten (10) categories are presented individually on the following pages. Each category is presented in three parts which include:

- a graph which summarizes cost data within each category;
- a list of program objectives relevant to each of the nine (9) programmatic categories; and
- a cost data table which includes a comprehensive breakdown of cost data within each category shown in each graph.

1. Summary Graphs

The graphs section summarize cost data relevant to each category. In addition to indicating the dollar value of services provided by the program during the study period each graph indicates the percent of the total categorical value each figure represents.

The first graph indicates the total value of all services provided by the CFRP during the period. It also indicates the dollar value and the percent of the total value for each programmatic category.

All other graphs in this section summarize (by resource utilized) the dollar value of services provided by the program during the study period for each of nine (9) programmatic categories.

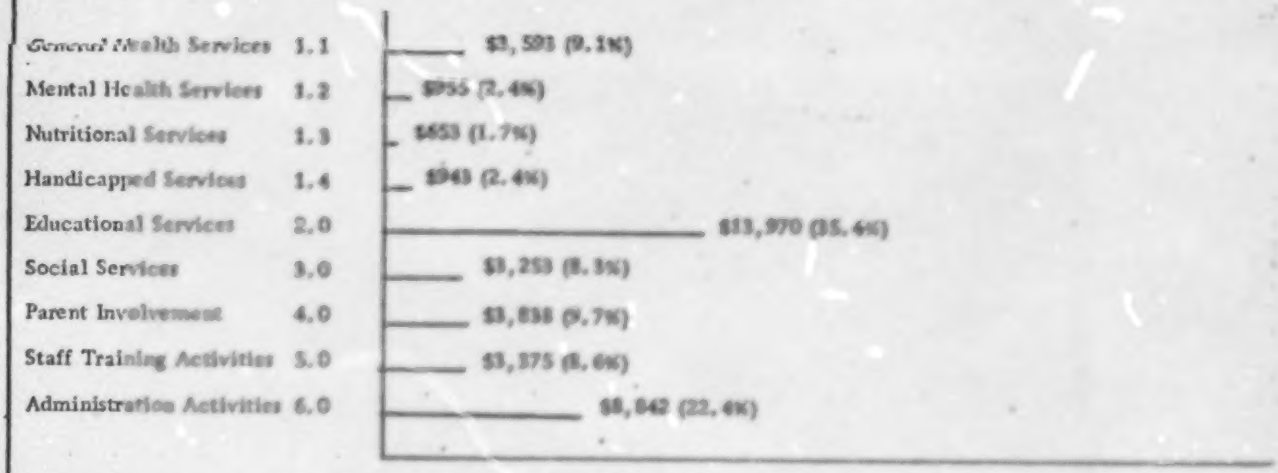
2. List of Program Objectives

Each of the graphs which summarize the dollar value of services provided within a programmatic category is followed by a list of program objectives addressed by the category represented.

3. Cost Data Tables

Cost data tables are also provided for each graph presented in this section. Each cost data table indicates the type of resource utilized by the program to provide services within the category and the dollar value of services provided by this resource. In addition, the table indicates, by line item, how the dollar value from each resource was utilized.

NEW HAVEN
TOTAL VALUE OF PROGRAM SERVICES BY CATEGORY



Total Program Value for All Categories: $39,422

TOTAL COST DATA FOR New Haven
Program

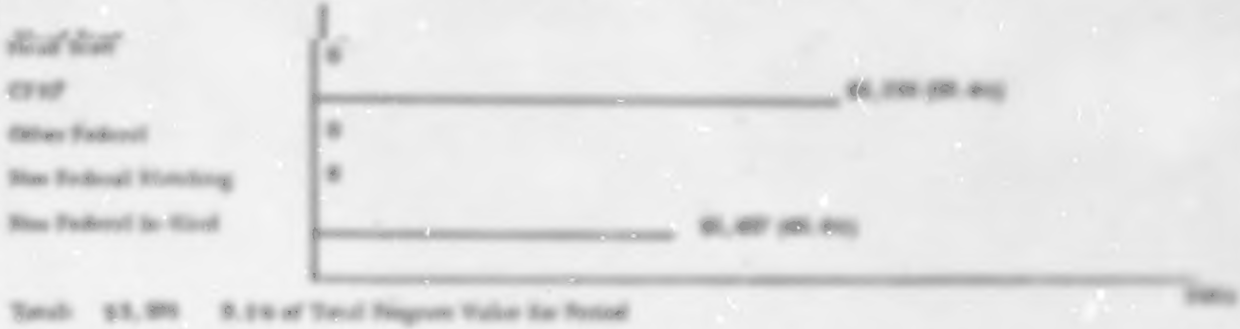
Report Period: From ____/____/____ to ____/____/____

OMB No. [illegible]
Approval Expires: 30 June 1975

Program Cost Report

Source / Cost Behavior Item	Head Start Fixed Amount	Head Start Variable Amount	[illegible] Fixed Amount	[illegible] Variable Amount	Other Fed. Fixed Amount	Other Fed. Variable Amount	Non-Fed. Monetary Fixed Amount	Non-Fed. Monetary Variable Amount	Non-Fed. In-kind Fixed Amount	Non-Fed. In-kind Variable Amount	Total Fixed Amount	Total Variable Amount
1. Personnel Salaries and Wages			21,061								21,061	
Fringe Benefits												
Consultants (external)	2,976		2,038						1,200		6,214	
Volunteers									3,958		3,958	
2. Facilities Space	1,416		825						150		2,391	
Equipment			343								343	
Furniture												
3. Staff Training												
4. Materials (Expendable)			883								883	
5. Consumable supplies Food			313								313	
Other (specify)	71		419								490	
6. Contract Services (Specify)			2,061						1,455		3,495	
Medicaid Payments												
7. Travel			276								276	
TOTALS	4,463		28,197						6,762		[illegible]	
[illegible]	4,463		28,197						6,762		39,422	

VALUE OF
GENERAL HEALTH SERVICES ([illegible])



Total: $[illegible] [illegible]% of Total Program Value for Period

The total dollar value (from all available resources) of General Health Services provided by the [illegible] program is presented in the graph above and reflects program services which address the following objectives:

- provide a comprehensive health services program which includes a broad range of medical, dental services to preschool children, to assist the child's physical, emotional, cognitive, and social development toward the overall goal of social competence;
- promote preventive health services and early intervention;
- provide the child's family with the necessary skills and insight and otherwise attempt to link the family to an ongoing health care system to ensure that the child continues to receive comprehensive health care even after leaving the program.

[illegible]

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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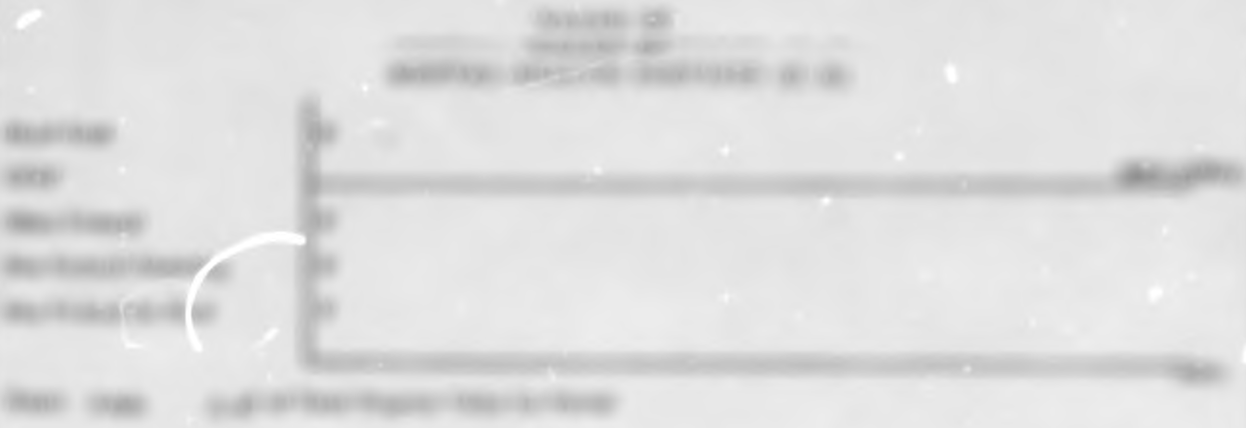

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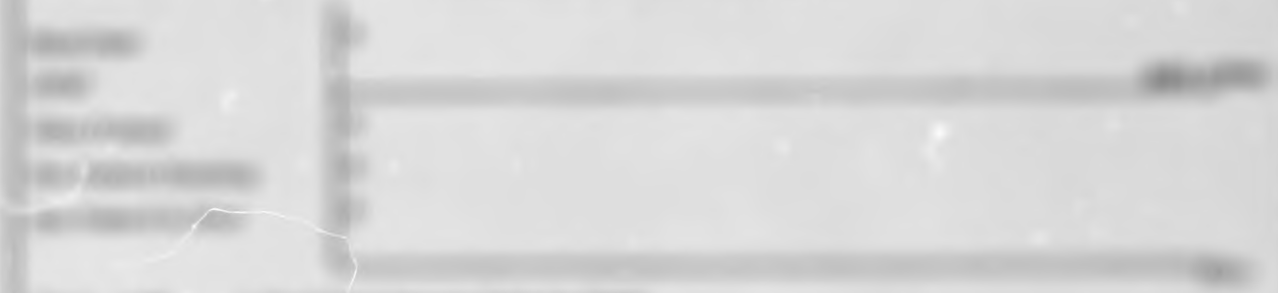

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New Haven

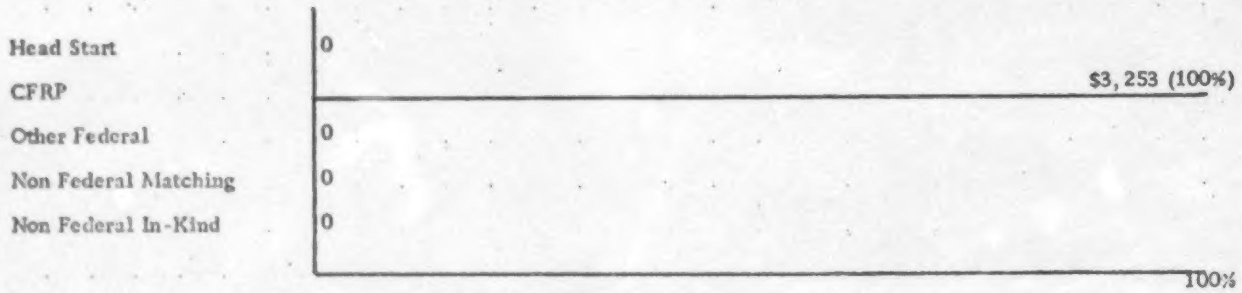
CATEGORICAL COST DATA FOR Education - 2.0
Category

OMB No. [illegible]
Approval Expires: 30 June 197[illegible]

Categorical Cost Report

Item	Head Start Fixed Amount	Head Start Variable Amount	[illegible] Fixed Amount	[illegible] Variable Amount	Other Fed. # Fixed Amount	Other Fed. # Variable Amount	Non-Fed. Matching Fixed Amount	Non-Fed. Matching Variable Amount	Non-Fed. Other Fixed Amount	Non-Fed. Other Variable Amount	Totals Fixed Amount	Totals Variable Amount
1. Personnel												
Salaries and Wages			3,212								3,212	
Fringe Benefits												
Consultants	2,976		1,738								4,714	
Volunteers									2,891		2,891	
2. Facilities												
Space	1,416								150		1,566	
Equipment												
Furniture												
3. Staff Training												
4. Materials (Reusable)			754								754	
5. Consumable supplies												
Food												
Other (specify)	71										71	
6. Contract Services (Specify)												
Day Care Services			741								741	
Medicaid Payments												
7. Travel			21								21	
TOTALS	4,463		6,466						3,041		GRAND TOTAL	
Grand total amounts from each source:	4,463		6,466						3,041		13,970	

VALUE OF SOCIAL SERVICES (3.0)



Total: $3,253 8.3% of Total Program Value for Period

Figures depicted in the graph above indicate the total dollar value (from all available resources) of program services by New Haven during the study period which addressed the following objectives:

- establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children;
- provide enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition;
- assist the family in its own efforts to improve the condition and quality of family life; and
- make parents aware of community services and resources and facilitate their use.

New Haven

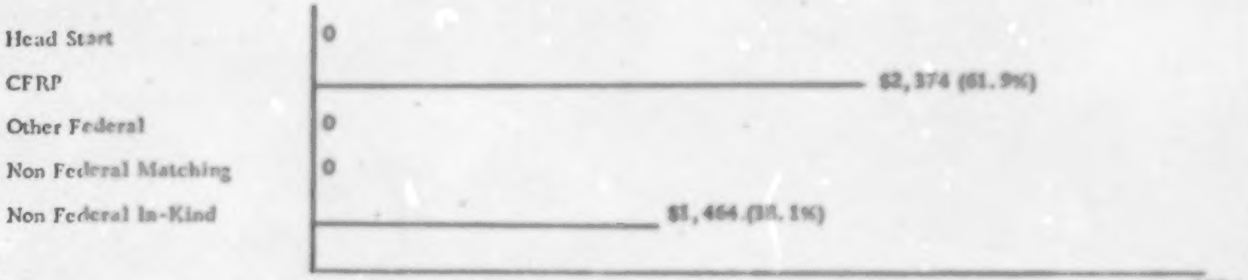
CATEGORICAL COST DATA FOR Social Services - 3.0
Category

OMB No. 085-S-74013
Approval Expires: 30 June 1975

Categorical Cost Report

Source: / Fixed or Variable / Item	Head Start		CFRP		Other Fed. *		Non-Fed. Matching		Non-Fed. In-Kind		Totals	
	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
1. Personnel												
Salaries and Wages			3,253								3,253	
Fringe Benefits												
Consultants												
Volunteers												
2. Facilities												
Space												
Equipment												
Furniture												
3. Staff Training												
4. Materials (Reusable)												
5. Consumable supplies												
Food												
Other (specify)												
6. Contract Services (Specify)												
Medicaid Payments												
7. Travel												
TOTALS			3,253								GRAND TOTAL	
Grand total amounts from each source:			3,253								3,253	

VALUE OF PARENT INVOLVEMENT ACTIVITIES (4.0)



Total: $3,838 9.7% of Total Program Value for Period

The graph above indicates the total dollar value (from all available resources) of Parent Involvement Activities by New Haven CFRP during the study period. Parent Involvement activities are described for the purpose of this study to be those activities which addressed the following program objectives:

- provide a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child's education and development;
- provide a program that recognized the parent as:
  (1) responsible guardians of their children's well-being;
  (2) prime educators of their children;
  (3) contributors to the program and to their communities;
- provide the following kinds of opportunities for parent participation:
  (1) direct involvement in decision making in program planning and operations;
  (2) participation in classroom and other program activities as paid employees, volunteers, or observers;
  (3) activities for parents which they have helped to develop;
  (4) working with their own children in cooperation with the staff;
- achieve parent participation in the center and home program and related activities;
- involve parents in educational activities of the program to enhance their role as the principal influence on the child's education and development;
- assist parents to increase knowledge, understanding, skills, and experience in child growth and development.

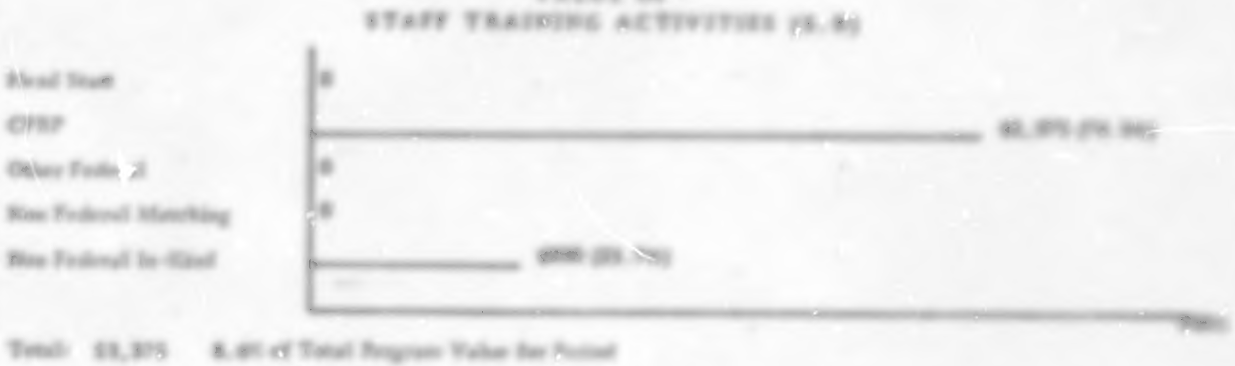
New Haven

CATEGORICAL COST DATA FOR Parent Involvement - 4.0
Category

OMB No. 085-S-74013
Approval Expires: 30 June 1976

Categorical Cost Report

Source / Fixed or Variable Item	Head Start		[illegible]		Other Fed. *		Non-Fed. Matching		Non-Fed. In-Kind		Totals	
	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
1. Personnel												
Salaries and Wages			1,921								1,921	
Fringe Benefits												
Consultants									400		400	
Volunteers									1,064		1,064	
2. Facilities												
Space			75								75	
Equipment												
Furniture												
3. Staff Training												
4. Materials (Reusable)												
5. Consumable supplies												
Food			315								315	
Other (specify) Supplies for Parent meeting			14								14	
6. Contract Services (Specify) Singer sewing service to machines			51								51	
Medicaid Payments												
7. Travel												
TOTALS			2,376						1,464		[illegible]	
[illegible]			2,376						1,464		3,840	



Total: $3,375 8.4% of Total Program Value for Period

The graph above indicates the total dollar value (from all available resources) of staff training activities New Haven conducted during the study period. For the purpose of this study, staff training activities include formal and informal staff meetings; workshops; seminars; demonstrations; work conferences, laboratory, clinical, and field experiences; training in the use of media; cooperative enterprises with nearby projects; and regional and staff institutes.

[illegible]

[illegible] **Staff Training** [illegible]

[illegible]

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